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Professor Edge

LAE 4335

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**Unit Goals**

Students will:

* Read the class’ two main texts and a novel of their choice. They will analyze and respond to the literature demonstrating that they have read the complete texts and thought critically about it.
* Study the format of short stories and compose their own.
* Publish a short story in the form of a collective classroom book

**In-Process (Texts):**

* Word project

Students will be given a word that relates to the main text, The Pale Horseman. They will construct their own definition of their individual words. Students will gather information for their definition through interviews, personal understanding and the novel. Their final definition will be presented in any creative form that they decide. Creative forms may be a film/movie presentation of their ideas, a model construction of a character/scene, drawing/painting/other art medium etc. These are just examples of the creative forms and students are not limited to only these but their chosen form must be teacher approved. The word project must include:

* + a minimum of five interviews (one of which should have an adult interviewee)
  + one creative presentation
  + one definition of the word included as a typed document along with the five interviews/in the creative presentation
* Alternative book report:

Students may choose any of the texts read for this unit to do their alternative book report on. They also have three choices to pick from for their alternative book report: a board game, TV show, film strip, slide show, models or children’s book. Below are the descriptions of each choice.

*Board Game* – Create a board game based on events and characters in the book you read. By playing your game members of the class should learn what happened in the book. Your game must include:

* a game board
* a rule sheet and clear directions
* events and characters from the story on cards or on a game board (Carter and Rashkis, 1980)

*TV Show* – Make a television box show of ten scenes in the order that they occur in the book you read. Cut a square from the bottom of a box to serve as a TV screen and make two slits in opposite sides of the box. Slide a butcher paper roll on which you have drawn the scenes through the two side slits. Make a tape to go with your television show. Write out a script before taping and turn it along with the project. The TV show must include:

* ten scenes from the novel in chronological order
* tape to go along with the TV show
* a written script of the tape (Mitchell, 1989)

*Drawings* – Complete a series of five drawings that show five major events in the plot of the book you read. Write captions for each drawing so that the illustrations can be understood by someone who did not read the book (Carter and Rashkis, 1980). The drawing project must include:

* five drawings of five major events in the plot
* captions to accompany each illustration

**Rubrics:**

Board Game

A = 6/6

B = 4/6

C = 2/6

|  |  |
| --- | --- |
| **Criteria** | **Points** |
| Includes a game board which is neatly and creatively done | /2 |
| Has a rule sheet containing clear directions | /2 |
| the game represents the events and characters of the novel through some form | /2 |
| **Total** | /6 |

TV Show

A = 6/6

B = 4/6

C = 2/6

|  |  |
| --- | --- |
| **Criteria** | **Points** |
| Includes ten scenes from the novel and the TV box | /2 |
| Includes the tape to accompany the TV show | /2 |
| Includes a written script of the tape | /2 |
| **Total** | /6 |

Drawings

A = 6/6

B = 4/6

C = 2/6

|  |  |
| --- | --- |
| **Criteria** | **Points** |
| five drawings of five major events in the plot | /3 |
| captions to accompany each illustration | /3 |
| **Total** | /6 |

* Collect creative writing journals:

Students will keep a writing journal while we study this unit. In this unit they will record their creative writing ideas (stories, poems, reflections on novels). Each week I will collect their journals. They should a minimum of 3 entries each week. The journals must include:

* a minimum of three entries per week
* each entry must be no shorter than one page

**Rubric**

The journal entries will receive a check mark (C:\Program Files\Microsoft Office\MEDIA\OFFICE12\Bullets\BD21301_.gif) for satisfactory or a minus (—) for unsatisfactory. A minimum of 12 journal entries will be due at the end of the unit, so students should have accumulated the minimum of 12 check marks if their entries were properly done. If an entry does not receive a check mark students may make it up the following week by writing an additional entry. To receive a check mark journals must:

* Have a minimum of 3 entries per week
* Each entry is at least 1 page in length
* Entries demonstrate thought and creativity
* Collect reader responses:

Students will read three texts and write a reader response to each. The reader response is the ideas, thoughts and emotions/ feelings that the text evokes from the reader. Students may choose to write down their thoughts as they read the text and then use it to write an overall response to the text, at the end. They may also choose quotes from the text which they have identified with and write a response to each quote. The reader responses must:

* demonstrate that the reader has read the text in its entirety
* demonstrate that the reader has thought deeply about the text
* be no shorter than one page

**Rubric**

The reader responses will receive a check mark (C:\Program Files\Microsoft Office\MEDIA\OFFICE12\Bullets\BD21301_.gif) for satisfactory or a minus (—) for unsatisfactory. 3 reader responses will be due at the end of the unit, so students should have accumulated 3 check marks if their entries were properly done. If an entry does not receive a check mark students may make it up by writing an additional reader response but this would require them to read another text. To receive a check mark reader responses must:

* demonstrate that the reader has read the text in its entirety
* demonstrate that the reader has thought deeply about the text
* be no shorter than one page

**Culminating Text**

* Portfolio:

The portfolio is a collection of students’ work done during the unit. It will allow both the students and the teacher to track the progress of the students. The portfolio will include the three in process-texts. The portfolio must include:

* a creative cover which relates to the medieval era/ one of the texts which has been read. The cover must also have the student’s name on it.
* pictures of the board game, a copy of the rule sheet and a copy of questions (if the game includes questions) **or**
* pictures of the TV show and a copy of the script **or**
* the drawings or a copy of the drawings if the students prefer to do so
* the three reader responses
* selected creative writing pieces developed from their writing journals (this is optional)

**Rubric**

A = 6/6

B = 5/6

C = 4/6

Portfolios will be graded by the requirements stated above. For each component of the portfolio that a student has they will receive two points. The points total to 6.

* Creative writing project:

Students must develop a medieval character and world in the form of a short story. Poems, reflections and stories from students’ writing journals may be further developed to complete this assignment. A finished story or nearly finished story may not be use to complete this assignment and poems may be used to generate ideas but the final format is in the form of a short story. The short story must include:

* a minimum of two pages
* a well developed character(s)
* a well developed plot

**Rubric**

An “A” short story must:

* have little to no grammar, punctuation and spelling errors.
* be cohesive – ideas should flow naturally from one to another
* have a minimum of two pages
* have a well developed character(s)
* have a well developed plot – all the necessary components of a plot should be included

If the story lacks one of these it will receive a “B” and if it lacks two of these it will receive a “C”.

References

Carter, Candy and Zora Rashkis, eds. 1980. *Ideas for Teaching English in the Junior High and Middle School.* Urbana, IL: NCTE.

Mitchell, Diana. 1989. “What do you do with a young adult novel?” Presented at the ALAN Conference, NCTE, Baltimore, MD.